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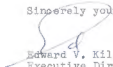
Mr. Bernard Schein,
Newark Public Library,
5 Washington Street,
Newark, N. J.

Dear Bernie:

Enclosed is a copy of the research project which we referred to at our Board meeting as the Essexfields Project. The correct name of it you will see at the top of the first page. It outlines in detail the part the sponsoring agencies will play in it and specifically refers to Family Service Bureau on page 9 and page 10, paragraph 4.

This morning I received word from Al Meyers, the project coordinator attached to the Welfare Federation, it had been approved by Washington. The program will get under-way sometime between now and the end of January, 1965.

Sincerely yours,


Edward V. Kilduff
Executive Director

EVK:K
Enc.

Proposal Submitted to the Director, Office of
Juvenile Delinquency and Youth Development, Welfare Administration,
Department of Health, Education and Welfare, For the Conduct of a Demonstration-
Research Project, Under the Provisions of the Juvenile Delinquency and Youth Offenses
Control Act of 1961, (Public Law 87-274)

Project Title: An Educationally-Based Group Rehabilitation Program for
Potential School Drop-Outs Who Are Also Youthful Offenders.

Sponsored by: Hon. Hugh J. Addonizio, Mayor, City of Newark
Newark State College
Essexfields Group Rehabilitation Center
Juvenile Court of Essex County
Board of Education of Newark
Family Service Bureau of Newark
Essex County Board of Freeholders
Welfare Federation of Newark

Submitted by: The Welfare Federation of Newark

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Initiated by: Albert Meyers, Director
Division of Special Projects, Welfare Federation

Transmitted by: Peter V. R. Schuyler, Jr., Executive Secretary
Welfare Federation of Newark

Date: November 19, 1964

Transmitter

Initiator

ABSTRACT

Objectives:

To establish a specialized short-term, educationally-based, group rehabilitation program for delinquent and pre-delinquent fourteen and fifteen year old boys, who are potential school drop-outs. This program will attempt to:

1. Reorient participant's attitudes and conduct in acceptable social directions.
2. Motivate participants to continue their formal education beyond the age of sixteen.
3. Provide assistance in gaining those educational skills and attitudes necessary for successful completion of academic and/or vocational programs.
4. Encourage integration of community services with university and educational programs in accomplishing these aims.

Procedures:

Juvenile Court and schools will refer to program boys presenting both behavioral and scholastic problems. These boys will receive individually-designed remedial instruction furnished by Newark State College; guided group interaction therapy through the Essexfields Group Rehabilitation Center; and supportive, guidance and therapeutic services, for boys and their parents, from the Family Service Bureau.

A special guidance counsellor from the Newark Schools will maintain a close working relationship with the program and the individual boys therein. He will help these boys and their respective schools prepare the boys' return and continuance in school.

DEMONSTRATION PROJECT PLAN AND SUPPORTING DATA

I. Demonstration Project Plan

A. General Background

This project has been conceived as one part of a comprehensive community action approach directed at the resolution of the syndrom of social, economic and cultural deprivations which is characteristic of a large segment of the population of Newark. Underlining their condition has been the fact of a high rate of mobility, into and within Newark. For the most part, they represent minority group families migrating from the rural areas of our Southern States and from Puerto Rico. Their general lack of employable skills, education and knowledge of urban life, added to the discriminatory practices with which they cope, creates a multiplicity of problems for them and for the community. Among these are: the keeping of their youth in school; providing them with a proper education, so as to maximize their later employability; and the keeping them out of trouble while the educational preparation is in progress.

These objectives are difficult enough in a "balanced" community with adequate resources. They become even more difficult, in the case of Newark, where the in-migrant families mentioned above, are steadily replacing the middle and upper class families which have been moving out of Newark into the suburbs. This has resulted in almost 50% of Newark's total population and over 70% of its school population, becoming non-white. The special youth problems created for the schools, the Courts, and the service and treatment agencies are the focus of this project proposal.

It is generally agreed that antisocial behavior patterns, as evidenced by adolescent children in our school systems, present serious impediments to the educative processes. Deviant behavior in classroom situations tends to result in limited outcomes for students by obstructing and distorting the intended goals of the learning experience.

In recent decades many attempts have been made to assist school systems with the problems presented by deviant children. Disciplinary action, guidance counselling services, and referrals to psychiatric clinics, have been helpful, but short of adequate, in most instances. Too frequently, suspension or expulsion from school becomes the inevitable outcome.

The effects of a relatively small group of "acting out" adolescents upon the majority of other students are well-known to classroom observers. There is, at this time, a real need for renewed orientations and techniques leading toward the resolution of these difficulties. It is necessary that we bring to bear our most recent knowledge in the social sciences so that more creative approaches may be utilized in working with a group of children we shall refer to as "pre-delinquents."

An examination of adolescent life in our society reveals the significance of peer group influences upon individual behavior. Such groups maintain their own psychological atmosphere and their own cultural sanctions. Except for the occasional delinquent act committed by the lone offender, symptomatic of a deeply disturbed youngster, most juvenile delinquency is the result of group or gang action.

The wide range of adolescent life reflects the impact of peer group pressures

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upon the norms and values of its members. Teachers dealing with anti-social behavior in the classroom are challenged by the nature of values presented and held by "pre-delinquent" children. Frequently they appear to have little concern or admiration for knowledge and learning and indulge in behavior which precludes the implementation of a democratic classroom atmosphere.

This demonstration project is directly concerned with altering and modifying constructively the value system of peer groups. It is the project's objective to establish new values and norms of conduct which will be more amenable to democratic outcomes and the existence of a greater degree of internal controls in "preadolescent" behavior. In this connection, the experiences and knowledge gained by the Highfields and Essexfields group therapy programs, in the State of New Jersey, are pertinent.

1. Highfields

For the past twelve years, the State of New Jersey has been operating a new type of short-term residential program for adolescent offenders. This program, known as the Highfields Residential Group Center, was designed to deal with a group of twenty selected, young, male offenders. These adjudicated delinquents are admitted to residence from New Jersey Juvenile Courts provided they are sixteen through seventeen years of age and have not experienced a previous commitment to a State training school. It is also recommended that they will not have had any psychosis, serious mental retardation or severe neurotic condition. These youngsters are sent to Highfields as a condition of their probation for a period of approximately four months. The program consists of a work situation, contacts with the conventional community and opportunities to participate in guided group interaction (group therapy) sessions in the evening.

Highfields was integrated into the state correctional system in 1952. Since then, it has received support from all branches of the State Government. In 1957, the State Legislature with the support of the Governor enacted into law a bill authorizing the State Board of Control of the Department of Institutions and Agencies to establish additional residential group centers. A second center for boys has been completed in the Northern part of the State and a third center for adolescent girls was completed during the month of June 1960.

2. Essexfields

There were many factors that suggested the desirability of extending the Highfields concept to the community. The chief factor was the imperative need to develop alternative procedures for the management of those adolescents who were not regarded as hardened offenders and were unlikely to constitute a serious threat to the security of the community.

In April 1961, the Essexfields program in Newark, New Jersey, was initiated. Essexfields is patterned after Highfields with one major change in program design. The boys who attend the Essexfields program are not removed from the community, but reside at home. Underlying all areas of the program is a unique sub-cultural system which is characteristic of Essexfields. Emphasis is placed upon the

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need to talk about problems, to criticize one another, to explain one's behavior, and above all, to change. Crucial to the effectiveness of the Essexfields program are the guided group interaction meetings, at which the individual boy's behavior is examined and discussed by his peers.

In summation, the Highfields-Essexfields type of program utilizes group techniques as a way of focusing upon deviant antisocial behavior. In this manner, all the resources of the peer group are applied to the task of evaluating alternative forms of behavior and building patterns of improved individual and social control. It is the purpose of this demonstration project to utilize, in part, modifications of the Highfields-Essexfields techniques combined with new elements.

3. Proposed Project

The proposed project is not an amplification of the present Essexfields program. Rather, it represents a substantial refinement and extension of its guided group therapy techniques tied in with a special educational curriculum and a psycho-social casework treatment program directed at the boys in the program and their families. Furthermore, the program involves a younger population, 14 and 15 year old boys, both pre-delinquent and delinquent, referred to the program by both the Courts and the Schools. Approximately 400-500 boys in this age group appear annually before the Essex County Juvenile Court.

B. Purposes

The immediate objective of the proposed program is to establish a specialized, short-term, educationally based, group rehabilitation program for fourteen and fifteen-year-old boys who are potential school drop-outs and are on a probationary status with the juvenile courts of Essex County, New Jersey. This program will seek to:

1. Re-orient the participants' attitudes and conduct in a positive and constructive social direction.
2. Motivate the participants to continue their formal education after reaching the age of sixteen.
3. Provide assistance in gaining those educational skills and attitudes necessary for the successful completion of academic and/or vocational programs.

The successful demonstration of the above, would offer Juvenile Courts a wider option on the corrective measures which they can take, as well as a greater range of sophisticated measures to apply. In addition, new methodology for non-court use in public school programs would be developed.

To accomplish the above, techniques will be utilized based upon the impact of peer group pressures upon the behavior of pre-delinquent and delinquent boys. In conducting this program, the project staff will have an opportunity to test the effectiveness of various approaches to the problems encountered. The new approaches

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developed and tested will be available to those local school districts interested in the program approach, in whole or in part. Through its evaluation and partial location at Newark State College, undergraduate and graduate students of the College, as well as the personnel of interested school districts, will be afforded the opportunity, if they so desire, to observe and receive training in the various approaches developed.

It is recognized that the efforts and effectiveness of this project can only represent a first step in the correction of the problems presented by the boys in the program. Essexfields and Newark State College have instrumental roles to play therein. The schools have the major and continuing responsibility for the proper development of these boys, while the Family Service Bureau has an equally deep and continuing responsibility with the boys' families.

C. Organization

This project represents a cooperative and joint effort on the part of the following organizations, all of which are involved as participants in the development of the project and in its future implementation:

Mayor, City of Newark
Essexfields Group Rehabilitation Center
Newark Board of Education
Newark State College
Family Service Bureau
Essex County Juvenile Court
Welfare Federation of Newark
Essex County Board of Freeholders

The Welfare Federation, as the applicant organization, shall be primarily responsible for the administration of the project. It shall receive all grant funds and properly disburse and account for them, according to the specific requirements of the grant.

An Advisory and Policy-Setting Committee shall be created whose membership shall consist of one representative from each of the above eight organizations. They shall elect their own Chairman. Subject to the final approval of the Welfare Federation Board of Trustees, this Committee shall oversee the general operation of the project and help expedite its day to day activities.

Project staff shall be appointed by the participating agencies, as follows:

1. The Project Director, the Group Interaction Specialist and one secretary, by Essexfields.
2. The Educational Director, the Research Director, one Research Assistant, 5 Graduate Fellows and one secretary, by Newark State College.
3. The Special Guidance Counsellor and the School Teacher for the Tutorial Program, by the Board of Education of Newark.

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4. The two Social Workers and Director of Case Work Services, by the Family Service Bureau.
5. The Court Research Assistant, by the Juvenile Court of Essex County.
6. The General Consultant, by the Welfare Federation.

The Project staff shall be directly responsible to the Project Director, on administrative matters, and to their respective organizations on substantive matters. The Advisory and Policy-Setting Committee shall be used as an instrument for obtaining operational coordination and cooperation among the participants. Matters not adjusted at this level, shall be referred to the Special Projects Committee of the Welfare Federation Board of Trustees, for final determination.

At the operational level, the Educational Director and his staff will meet regularly with the Research Director and the Project Director responsible for the guided group interaction part of the training program. In addition there will be educational staff meetings to include the Educational Director, fellows, guided group interaction specialists, social workers, and members of the Newark Public School Staff, (guidance counsellor, teachers, etc.) In this way an effort will be made to insure the integration of all aspects of the program.

The agencies directly involved in this project are those most closely related to the goals of this effort and have the most to contribute to its possible success.

1. Newark State College has long been involved in a variety of extension and research effort in urban areas. It has long been actively associated with both Essexfields and the Newark Schools in special projects of remediation and training for work in urban areas. Dr. Eugene G. Wilkins, the president of the college, and Dr. Robert Allen, Director of its graduate school are personally interested in this project. The physical facilities of the College are to be used for the intensive educational aspect of the program. Undergraduate volunteers will assist in all phases of the program. Faculty consultations will be available as needed. Its faculty and facilities are ideally suited for this purpose. The Graduate Division of the college has been particularly concerned with the problems of urban education and has recently been authorized by the Commissioner of Education to offer a degree program specifically devoted to the training of teachers in socio-economically deprived areas. The Director of Essexfields has served on the adjunct teaching staff of the college and members of the Essexfields staff have received specialized training in the college's graduate degree programs. The college maintains a child study center, and reading and speech centers, all of which provide services to children and youth from the surrounding area. Its experience in operating remedial programs of instruction is very much related to the purposes of the present project.

2. Essexfields has been operating since 1961, as a research-demonstration project, with the help of a Ford Foundation grant, under the Division of Correction and Parole of the New Jersey Department of Institutions and Agencies. Its demonstrated success with the 16 and 17 year old boys referred to it by the Juvenile Courts, has resulted in approval for its formal incorporation shortly, into the Essex County Government structure. Further, Juvenile Court judges, probation officers and other community service leaders are strongly in favor of the further development and

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extension of the work done at Essexfields. This project represents an important refinement and a new application of that work, in terms of new and additional techniques, a new setting and a different population. The guided group interaction sessions will be conducted by Essexfields, at its present facilities, at 180 Clinton Avenue, Newark, New Jersey.

3. The Newark Schools, faced with a challenging set of local conditions have, for years, been leaders in the country, in trying out new ideas, techniques and methods in their efforts to maximize the educational opportunities of their school population. For some time now, they have been systematically reviewing and revising every part of the school curriculum to keep it current with the changing times and needs. The Superintendent of Schools, Dr. Edward P. Kennelly and his staff have contributed materially to the development and preparation of this project proposal. The Newark School Board has indicated their deep interest and full participation in the project. This will include the selection and referral of some of the boys to the project program; following closely the individual development of all the boys in the program; and providing for their proper adjustment upon their return to school.

4. The Family Service Bureau of Newark is a non-sectarian, family agency, serving families and individuals with problems. This agency has, in the past, actively participated in cooperative community projects of this nature. It is now interested and willing to make its agency's facilities and staff available to the project. This extensive contribution would need a modest supplementation for the provision of two full-time case workers. It was seen advisable to plan for this inter-agency cooperation, rather than employing an independent social work unit, hired, paid and directed by the project. If social work intervention is planned for the participant boys and their families it must realistically be planned on an extended basis. It cannot be cut off arbitrarily on the termination of the project, nor upon the return of a boy to his school. Nor, would it be ethical or good practice to dump these clients, at that time, on a non-participating family service agency - assuming that such an agency would be either willing or capable of suddenly assuming such a heavy responsibility.

Since this project is basically an "action" program intended, if successful, to be continued in the community, there must be permanent agencies ready and able to carry on the various facets of the program. They will be neither ready nor able to do so, if they are not actively involved and fully participating in the program from its very start. To the same extent and for the same reason that the project utilizes the contributions and staffs of the school system, the College, Essexfields and the Court, so it is reasonable and necessary that the case work services be obtained from an existing family service agency. The knowledge and experience gained by the various staffs of the participating agencies needs to be communicated to others in their respective organizations who are and will continue to be involved in similar problems. Finally, the project social workers, themselves, need the supporting and supportive supervision and resources of an operating agency like the Family Service Bureau.

5. The Juvenile Court of Essex County has had extensive experience with the on-going Essexfields program. Its full cooperation with Essexfields and with many other promising programs, over the years, is indicative of its enlightened approach to the problems of youth. The selection and referral of boys to this program, according to pre-established criteria, will represent a valuable contribution towards the realization of the program goals - both the action and the research objectives.

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6. The Mayor of Newark has long advocated a community action approach to the problems of the socially, economically and culturally deprived sectors of Newark's population. For the past two years, he has had special assistants appointed to work cooperatively with community agencies involved in developing programs such as this one.

7. The Welfare Federation of Newark, Belleville, Irvington and West Hudson includes the United Appeals, the Council of Social Agencies of Newark, Belleville, Irvington and West Hudson and the Hospital and Health Council of Newark and vicinity. Included in this structure are over 100 member agencies, private and public, in the fields of health, welfare, education, employment, recreation and other areas of public concern. The Federation is active in all aspects of community life, community planning, social policy and social action. Its large professional staff includes labor relations specialists and a Special Projects Division under the direction of a community development expert.

The Special Projects Division, created in July of 1963, has been actively stimulating community agencies and helping them to develop promising new approaches, techniques and programs, individually and cooperatively, within a total, comprehensive, community action structure. This project proposal represents one of many such efforts, in various stages of development, involving over 30 community organizations. The Federation's role in this project, as in all others, is to help coordinate, develop and maintain the related efforts of private and public agencies. Their varied structures and geographical operational boundaries, as well as their equally varied and complex administrative regulations and legal mandates, under which each operates, necessitates the intercession and contribution by the Welfare Federation of the facilitative and coordinating function in these various joint projects. Its involvement is further recommended by the fact that some of the participating private agencies would ultimately require increased financial support from the United Appeals.

8. The Essex County Board of Freeholders has strongly indicated its approval of the on-going Essexfields program, by agreeing to include it as a regular County service upon the termination of the Ford Foundation grant, at the end of this year. This unusual action was accompanied by a promise of an increased budget and the request for an enlargement of the program. The project proposed herein would be operating in a favorable climate.

D. Methods

The overall program is intended to involve a maximum of 25 boys at any one time, or approximately 90 boys during an 18 month period, exclusive of boys that drop out of the program. It will consist of four interrelated aspects: (1) an intensive educational program conducted by Newark State College, (2) a guided group interaction experience conducted by Essexfields, (3) psycho-social services to the boys and their families, by the Family Service Bureau and (4) an individualized curriculum and guidance counseling, utilizing the varied available resources of the Newark schools. Aspects (1) and (2) above, are both educational in nature, but are given separate designations here for purposes of identification and clarification. Aspect (3) is therapeutic and supportive in its objectives. The school's responsibility

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is basic and continuing, reinforcing and maintaining the gains made in the program.

A matched control group of boys, equal in number to those in the program, will be selected, with no programs of intervention to be provided for them. Their development and experiences will be followed over the period of the study for comparative analysis with the experimental groups.

The organization of the program provides for a variable length of stay in the program, by the individual boys. The average period has been estimated at 6 months. This will permit a continuing over-lapping of groups, as individual boys are referred to the program, drop out of it, or are returned to their schools upon completing their stay in the program. The controlled flow, in and out of the program, will facilitate its administration and increase its effectiveness.

Referrals to the program may be made by both the Juvenile Court and by the Newark Board of Education. Direct referrals by the latter shall be considered only after the program is firmly underway, since the absence of legal sanctions to compel attendance in the program might present special limiting factors.

1. Selection Criteria. The following criteria for referral of boys to this program will be employed:

- a. A boy shall have reached his fourteenth birthday, but not his sixteenth birthday at the time of referral.
- b. The boy shall reside in Newark.
- c. At the time of referral, he shall be attending a school in Newark.
- d. The boy's behavior pattern shall consist of a combination of school difficulties and anti-social school and/or community behavior.
- e. The boy shall not be psychotic; nor shall he have had a previous institutionalization in a correctional facility.

The above criteria shall be employed in the selection of both the experimental and control groups. The Juvenile Court Judge will make referrals to the program on a random basis, selecting every other boy appearing before him. Selection of the control group shall be made on the same random basis, by the project Court Research Assistant, from among those boys not referred to the program. These will fall into two sub-groups, (a) those boys placed on further probation and (b) those committed to Jamesburg (New Jersey State Home for Boys).

While no intervention is planned for the control group, individual records shall be maintained on each of the boys in this group. Data for same will include the results and findings of psychological tests and consultations and investigations conducted previously by the Essex County Youth House (detention facility) staff and the Probation Department. In addition, the project staff will give achievement tests to these boys, whether they are sent to Jamesburg or placed on further probation.

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2. Conferences. Treatment and program strategies for the individual boys shall be arrived at through conferences involving all the service areas of the project. Such planning shall be based on the social and psychological data obtained on each boy from probation and school records, the records of other agencies to whom the boy and his family are known, the observations and investigations of project social workers, and the results of the psychological and educational tests administered by the combined staff of Essexfields and Newark State College.

3. The Daily Schedule. The following schedule will be maintained for all the boys in the program:

| <u>Hours</u> | <u>Activity</u> |
|--------------------------|---|
| 8:30 A. M. | Boys report to the Essexfields Group Rehabilitation Center. |
| 8:35 A. M. | Boys leave by bus for Newark State College. The bus will be driven and supervised by the project Group Interaction Specialist. |
| 9:00 A. M. - 12:30 P. M. | Boys arrive at Newark State College and begin the formal educational aspects of the program, working with the graduate fellows and the undergraduate assistants, under the supervision of the Education Director. |
| 12:30 - 1:00 P. M. | Lunch. |
| 1:00 - 1:30 P. M. | Return by bus to the Essexfields Group Rehabilitation Center. |
| 1:30 - 2:45 P. M. | Boys will be divided into two groups, Group A and Group B. Group A will be involved in a guided group interaction meeting under the supervision of the Group Interaction Specialist. Group B will receive supervised study and recreation under the supervision of a graduate fellow. |
| 2:45 - 4:00 P. M. | Group A and Group B reverse the above program. |
| 4:30 P. M. | Dismissed. |

4. The Educational Program. The boys will participate in individually designed programs of instruction. Emphasis will be given to remedial programs in communication skills areas. These individually designed programs will be based upon a comprehensive educational diagnosis of each boy's educational needs which will be

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conducted by, or under the close supervision of the Educational Director at the time of admission. The educational diagnosis will make use of an appropriate test battery as well as a review of the boy's past educational and social history. The test battery will include measures of achievement, academic potential, interest, methods and skill development. One particularly unique aspect of the diagnosis will be the application of an analysis of peer group influences as developed in the guided group interaction phase of the project. The educational diagnosis will result in an instructional plan of a very specific nature and will include immediate consideration of the approaches that are to be used in reintegrating the boy within the school setting, upon the completion of his work in the project. Work on the re-entry problem, therefore, will begin immediately upon the boy's assignment to the project.

While the instructional program will be individualized, one of the major focuses will be on the use of group process as a factor in increasing educational motivation and growth. The educational program will be inter-related with the guided group interaction process. Many of the techniques found to be successful with the latter part of training will be incorporated as method into the educational program. Daily efforts will be made to guarantee that some learning experience takes place, (a) in the total group, (b) in smaller groups, and (c) on an individualized basis. In the educational program, much emphasis will be placed on peer relationships and on students helping each other.

The entire educational program will be developed and directed by Newark State College, under the supervision of an Educational Director, appointed by the College, with primary instructional responsibilities given to five graduate fellows who will simultaneously engage in graduate programs in pertinent areas. Additional assistance will be provided by undergraduate assistants who volunteer and are selected for the project. The individualization of the diagnostic and instructional program will be facilitated by the fact that the program design calls for the admission and termination of students assigned to the project on a one-at-a-time basis.

Throughout the program, the principals and guidance counsellors of the sending schools shall be kept informed regularly of the pupil's progress. The Educational Director at the College shall also make available to the schools the data necessary to assist in the successful adjustment of the pupil to his school's educational program in advance of his return. The above will constitute guide lines for beginning operation. However, discovery of new and different ways of working with these students will be a prime purpose of the program. Curricular materials shall be garnered from previous programs that relate to problems that occur. In addition, curricular materials that meet the specific problems that arise in this project shall be developed. It is expected that these materials will be publishable and made available to subsequent groups that shall undertake similar projects in the future.

5. Guided Group Interaction Meetings. The 25 fourteen and fifteen-year old boys who will participate in this program, at any one time, will be involved in guided group interaction meetings at the Essexfields Group Rehabilitation Center, at 180 Clinton Avenue, in Newark, New Jersey. The group will be formed into two sub-groups of approximately the same size. Each will participate in meetings to be conducted by an adult leader, skilled in the use of this unique interaction technique.

Essexfields reserves to itself the final determination of which

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referrals to accept for the program. This is essential in maintaining control over the number of boys referred to the program and their meeting of the program requirements. Determination of when a boy can return to school will be made a conference decision of the project staff. The opinion of the peer group with whom the boy meets in GGI, will be consulted and considered in reaching this decision.

It is expected that the Court will continue the boys on probation for a limited period of time after their return to school. However, while they are participating in this program, and by reason of their referral to Essexfields by the Court, the role of chief surrogate over them becomes the responsibility of Essexfields.

6. Personal and Family Counseling. Boys coming to the attention of the Courts and the School Authorities inevitably present problems that are inseparably related to family disorganization, maladjustment or deprivation. In trying to help these boys, it is advisable, if not essential, to deal with the boys' relationships to members of his family, as well as with the family itself. Otherwise, much of what a program, such as this one, could accomplish, would be negated by the absence of any provisions for coping with this problem area.

All boys entering the program and their families will be individually interviewed by the project social workers. Additional information will be obtained by them from other agencies having any contact with either the boy and/or his family. All the data so obtained will be presented at the staff conference sessions for purposes of developing a total plan of action for each boy and his family, and the assignment of responsibility for specific aspects of that plan to the social worker staff.

Not every boy, nor every family, will require or accept social work services at any level, let alone requiring intensive case work. For that reason, only two social workers are recommended (on a ratio of 1 to 30) as needed on this project. However, it is anticipated that many of those needing this assistance, will continue to need it, long after the project terminates. Included in the remedial and supportive services that would be made available, would be, family counseling, helping with personality problems, assistance with problems created by illness, by unemployment, broken homes and bad housing. In helping resolve these problems, the social workers will utilize the resources of the Family Service Bureau, and all other community resources, including public health and welfare agencies, probation department, clinical and hospital facilities, employment offices, training, recreational and educational facilities.

In addition, regular monthly group meetings will be held at Essexfields, to which all parents will be invited. These meetings will enable greater communication between staff and parents. The parent liaison program will be designed not only to acquaint parents with the objectives and procedures of the program, but also to help parents to provide opportunities for the boy's growth within the home environment.

7. School Guidance and Counseling. All efforts will be directed at developing the necessary personality, cultural and intellectual strengths which will make it possible for the Essexfields boys to be returned to their sending schools after completion of their stay in the program. To help in the readjustment process,

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a strong emphasis will be placed on the role and responsibilities of the schools and their teachers. In this connection, a qualified special guidance counselor in the Newark public school system shall be assigned to this project. He shall serve as the liaison between the project staff and the sending schools, linking their programs to the end that they serve as a continuing process of education and rehabilitation. The guidance counselor shall follow closely the individual development of the boys in the program and report on their progress to the appropriate officers of the sending schools.

The project School Counselor will work closely with the special counselors in the schools. The latter will assume the primary responsibility for the returning boys. The project School Counselor will continue his interest in these boys, maintaining a liaison function between the project staff, special school counselors and others involved with the problems of the boys and their families. If the returning boys are of junior high school age, they could be assigned to the Webster and West Kinney schools which have special counselors capable of working intensely with a limited number of boys. If the returning boys are of high school age, Central and Eastern High Schools could offer the same facilities. Boys leaving the Essexfields program during summer vacation months could be referred to similar special counselors assigned to the summer school program.

Schools will keep the boys referred to Essexfields on their active (attending) records, since this program and the joint participation of the schools in it, can be properly considered a special program or curriculum of the Board of Education. Under the circumstances, no special testing or qualifying would be necessary for the returning boys, anyone than they are required for boys returning from the Woodland school program. The boys in the Essexfields program would be under the constant supervision of the special school counselor in the project.

It is foreseen that some of the returning boys might benefit from special programs, within the schools, which would supplement or reinforce the Newark State College - Essexfield experience of these boys. These could include existing special program, or others being planned, such as: (1) individual counseling services, (2) a work-study program, (3) after-school tutorial program and (4) a series of seminars, by the joint Essexfields staff and Newark State College faculty with school teachers, on the work and techniques of the project program and its relation to the teachers' work with the returning boys.

E. Resources

For the most part, the project plan calls for structural changes within the participating agencies, rather than the addition of new personnel or of special facilities not now in existence.

The bulk of the costs in this project are applicable only to the research and demonstration objectives thereof - research personnel, special facilities, procedures and administrative organization - and would not be required thereafter.

The Essexfields guided group therapy techniques can be easily transferred into the school system. Related work is now being done in its Woodland School, whose facilities and staff could absorb this program into its operation. The Special

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Counselors to be employed in this project, with the exception of the Special Counselor assigned solely to the project, are already part of the school faculty. Special tutoring programs now exist within the school system and more are planned. Therefore, an amplified Essexfields program, within the school system, can be developed with very little change in its organization and at a modest additional cost for a limited staff increase. The permanent staff of Essexfields would be willing and able to give initial consultation and/or training assistance in the setting up of this program in the school. Similar consultation and training help would be available from Newark State College.

The two social workers on the project staff will be transferred from the present staff of the Family Service Bureau. New workers would be hired to replace them while they are assigned to the project. The idea is to afford continuity of treatment to the clients after the termination of the project. The operation will be so phased that these clients will be slowly absorbed into the regular case load of the agency. At most, it may be necessary to retain one of the new workers on a permanent status. The small additional cost to the agency will be favorably considered by the Welfare Federation in making agency allocation of funds from the United Appeals, from which source the Family Service Bureau receives most of its operating funds.

There is one budget item that requires explanation, namely, the cost of purchasing a used bus, in good and safe operating condition, to transport the boys between Essexfields and Newark State College. In addition, it would be used for special enrichment programs for these boys. Bus services, on a hire basis, have given estimates averaging close to \$20,000.00 for the period of the project. Purchase of a bus would entail a one-time expenditure of only \$5,000.00, the cost which has been listed in the appended budget.

F. Evaluation Procedures

This phase of the project is being provided by Newark State College. Intensive consideration will be given, in such evaluation, to the potential implementation of this program on an on-going basis. The following areas will be included.

1. Recidivism: A comparison will be made between the experimental and control groups. Success or failure, with regard to new court appearances, as well as future institutionalization, will be measured and compared. It is hypothesized that the boys in the experimental group will be re-arrested and/or institutionalized at a significantly lower rate than the boys in the control group.

2. School Drop-outs: Comparative studies will be made (a) between the boys in the experimental group and those boys in the control group who are referred neither to Jamesburg nor to Essexfields, but are continued on probation, and (b) between the boys in the experimental group and their contemporaries who are receiving the traditional approach in the school system. Comparative data will be obtained on these groups relative to the rate of dropping out of school at the legally permissible age of sixteen and at an earlier date. It is hypothesized that the drop-out rate will be highest for the boys continued on probation and lowest for the boys in the experimental group and their contemporaries, with no significant difference between the latter two groups.

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3. Educational Study: Through the use of validated achievement tests, the boys in the experimental group will be compared with the boys in the control group, relative to educational achievement in such areas as reading, history, mathematics, English and speech. The experimental group will also be compared against its own performance on a "before and after" basis. It is expected that the educational program will develop a significantly higher rate of achievement for the experimental group, as against the control group.

An additional analysis shall be made to determine the most effective educational techniques applicable to boys whose background is from the depressed socio-economic group. In this connection, a careful evaluation will be made of teaching machines and other materials related to the development of educational goals.

4. Process Study: An analysis will be made of the relationship between the guided group interaction process and the attainment of educational goals. Special emphasis will be placed upon the integrating factors which link the group interaction experience with the integration of new learning experiences.

An analysis will also be made of the process through which peer group allegiances can affect the changing of educational goals. In essence, this phase of the research will concern itself with a process analysis of the group dynamic aspects of the project. The use of tapes and independent observers, as well as the exploration of such techniques as the Bales Process Analysis, will be employed.

Some consideration shall also be given to the possible effects of the Newark State College campus experience on the individual boys and on their self-images.

5. Public School Curriculum: The Newark Board of Education, through its joint participation in the project, through its special project counselor, through its membership on the Advisory and Policy-Setting Committee of the project (which, in effect, will be acting as an administrative body), through its receipt of copies of all project reports and findings, and through its own observations, will have the data and mechanism to make its own evaluation of every aspect of the project program and to utilize same in its on-going curriculum review.